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Evidence that physical integration does not lead to social integration has prompted the use of structured behavioral programs within the classroom to promote interaction between blacks and whites. The implication of these intervention programs, however, for various theoretical accounts of the origins and modification of prejudice has not been thoroughly assessed.

The present study was designed to compare four group methods for reducing racial prejudice and discrimination in high school students. Each of the experimental groups was based on one or more theories about prejudice. The groups varied along two dimensions: the emission of motor versus verbal behavior and the use of racial versus non-racial content. The first group was a simple game-playing (GP) group based on Allport's (1954) contact theory of prejudice (sheer interracial contact reduces prejudice). The second group (SI) discussed various school issues with an emphasis on promoting congruent belief, a technique which was based on Rokeach's (Rokeach, Smith, & Evans, 1960) theory. A social learning view of prejudice was examined by the last two groups: racial discussion and racial role-playing. The racial discussion group (RD) consisted of verbalizations about racial prejudice and discrimination, their causes and ways of promoting better interracial cooperation.

The racial role-playing group (RR) role-played these same topics. There was also a no-treatment control group.

Subjects were 25 high school students in a Southern urban high school. They were matched into the five groups on the basis of their pre-test prejudice score, race, sex, age, and grade point average. A white male therapist conducted the six one-hour group sessions for the four treatment groups.

Pre- and post-testing consisted of two verbal measures of prejudice (Triandis' Behavioral Differential questionnaire, 1964; and Sociometric Choice) and one behavioral measure of prejudice (video-tapes of an informal interracial gathering of the subjects scored by two observers for percentage of intervals of interracial contact). An additional dependent measure was the seating positions of the participants during the six intervention sessions.

The results of the study show that RR and RD improved more on the Sociometric Choice measure than did SI or GP, thus partially confirming the prediction that the social learning groups would improve more on both verbal and behavioral measures. Neither RD nor RR was differentially more effective on any measure. The prediction that SI and GP would produce the same results on all measures was confirmed for all dependent measures except the Behavioral Interaction for GP was better than SI. For the Behavioral Differential factor Respect, there was a

significant pre to post reduction in prejudice scores for all experimental groups, but not for the control group.

The results do not support Rokeach's view of prejudice since the group based on the belief congruency theory, SI, showed no improvements on any of the measures. The results indicate some support for the social learning view of prejudice since the two groups based on this theory, RR and RD, showed greater improvement on the Sociometric Choice measure than GP or SI. The finding also supports Allport's (1954) contact theory since GP improved more on interracial interaction than any of the other experimental or control groups.

GROUP METHODS FOR REDUCING RACIAL PREJUDICE  
" AND DISCRIMINATION

by

Steven Edwin Breckheimer  
"

A Thesis Submitted to  
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Approved by

*Rosemary O. Nelson*  
\_\_\_\_\_  
Thesis Adviser

APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Thesis Adviser Rosemary O. Nelson

Committee Members P. Scott Lawrence  
Michael J. Klein

September 5, 1974  
Date of Acceptance by Committee

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# TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS. . . . .	iii
LIST OF TABLES. . . . .	vi
INTRODUCTION. . . . .	1
METHOD. . . . .	9
Subjects. . . . .	9
Experimental Design . . . . .	10
Dependent Measures. . . . .	11
Behavioral Differential . . . . .	11
Behavioral Interaction. . . . .	13
Sociometric Choice. . . . .	15
Seating Position. . . . .	15
Procedure . . . . .	16
Game-playing group (GP) . . . . .	16
School Issues (SI). . . . .	17
Racial Prejudice Discussion (RD). . . . .	17
Racial Role-playing (RR). . . . .	18
RESULTS . . . . .	19
MANOVA on All Dependent Measures. . . . .	19
Behavioral Differential . . . . .	20
Treatment of the data . . . . .	20
Univariate ANOVA on the factor Respect. . . . .	21
Univariate on other factors . . . . .	21
t tests . . . . .	21
MANOVA. . . . .	22
Behavioral Interaction. . . . .	22
Sociometric Choice. . . . .	23
Seating Position. . . . .	24
Summary of Results. . . . .	24



# TABLE OF CONTENTS (Continued)

	Page
DISCUSSION. . . . .	26
Summary and Discussion of Results . . . . .	26
Problems with Present Study . . . . .	29
Groups. . . . .	29
Time. . . . .	29
Subjects. . . . .	29
Content . . . . .	30
Measures. . . . .	30
Suggestions for Future Research . . . . .	31
BIBLIOGRAPHY. . . . .	33
APPENDICES	
A. List of Stimulus Persons for the Behavioral Differential . . . . .	37
B. Student Consent Form. . . . .	39
C. Treatment Manuals . . . . .	40
D. Critical Issues Checklist . . . . .	57
E. Behavior Interactions Data Sheet. . . . .	58
F. Student Position Chart. . . . .	59
G. Tables. . . . .	60

# LIST OF TABLES

Table	Page
1. 2x2 MANOVA on All Dependent Measures. . . . .	61
2. Alpha Levels for Tests on Comparisons Between Means for MANOVA on All Dependent Measures. . . . .	62
3. Group Means of Pre and Post Scores for Factors on the Behavioral Differential. . . .	63
4. 2x2 ANOVA on Behavioral Differential Factor Respect. . . . .	64
5. 2x2 ANOVA on Behavioral Differential Factor Marriage . . . . .	65
6. 2x2 ANOVA on Behavioral Differential Factor Friendship . . . . .	66
7. 2x2 ANOVA on Behavioral Differential Factor Social Distance. . . . .	67
8. 2x2 ANOVA on Behavioral Differential Factor Superordination. . . . .	68
9. <u>t</u> Tests Between Treatment and Control Group Means for Factors on Behav- ioral Differential. . . . .	69
10. 2x2 MANOVA on All Factors of the Behavioral Differential . . . . .	70
11. 2x2 ANOVA on Behavioral Interaction . . . . .	71
12. Group Means for Behavioral Interaction Measure . . . . .	72
13. <u>t</u> Tests Between Treatment and Control Group Means on Behavioral Interaction . . . .	73
14. 2x2 ANOVA on Sociometric Choice . . . . .	74

# LIST OF TABLES (Continued)

Table	Page
15. Group Means for Sociometric Choice Data . . . . .	75
16. 2x2 ANOVA on Seating Choice . . . . .	76
17. Group Means for Seating Choice Measure. . . . .	77
18. Summary Table of Significant Results on All Dependent Variables . . . . .	78

## CHAPTER I

### INTRODUCTION

Although most of the nation's school systems are assigning pupils to schools in order to achieve racial desegregation, there is some evidence that this procedure has not eliminated racial prejudice and discrimination among students (Lombardi, 1963; Webster, 1961; Williams & Anandam, 1970). Racial prejudice and discrimination are, respectively, the attitudes and behaviors associated with rejection of individuals based on race. Procedures additional to desegregation may be necessary to insure cooperation and sharing across racial lines in social and academic settings.

Triandis (1961), Larsen (1973), and Mezei (1971) have completed important work in the area of racial prejudice, although experimental groups based on their theories will not be directly evaluated in the present study. Triandis (1961) disagreed with Rokeach's (Rokeach, Smith, & Evans, 1960) claim that perceived differences in belief are more important than differences in race in determining prejudice. Rokeach has theorized that congruency of beliefs between two persons is the essential component in determining prejudice. Triandis (1961) conceded that belief congruency may be important, but only for some potentially prejudicial situations (e.g., friendship). Triandis felt that for some

behaviors (e.g., excluding a person from one's neighborhood), race was more important than belief. Triandis and Davis (1965) found that for more intimate behaviors (such as dating), race is a more important determinant of prejudice than congruency of beliefs. For less intimate behaviors (e.g., admiring the ideas of another person), congruent beliefs were more important.

Larsen (1973) has encompassed both race and belief determinants of prejudice into a theory based on the variable of social cost. Social cost is the "extent to which the person would receive punishment from the social environment if he entered into a relationship with a person of a different race (Larsen, 1973, p. 4)." He has postulated that for intimate behaviors with members of another race, high rejection rates are due to the high social cost that would be incurred by the person engaging in the behavior (e.g., for marrying someone of another race).

Mezei (1971) has developed a similar idea based on social pressure. He provides evidence indicating that if perceived social pressure is held constant, race is not an important determinant of prejudice even for intimate behaviors. However, belief congruency is shown by Mezei to be an important factor along with social pressure.

The vast majority of studies on racial prejudice are concerned with assessing and changing attitudes of whites

toward blacks. This reliance on attitude as a dependent measure is based on the assumption that attitudes and behaviors are highly correlated, and that changes in attitudes will produce a corresponding change in behavior. Few studies have directly manipulated interracial behavior in the natural environment. In addition, these studies assume that the problem of prejudice can occur in only one direction, white prejudice toward blacks. Very little work has been done concerning changes in prejudiced behavior of blacks and whites toward each other.

A few investigations have successfully used structured programs within the classroom to promote interaction between whites and blacks. Hauserman, Walen, and Behling (1973) encouraged interracial interaction in a first-grade class by giving positive reinforcement to students for sitting with a "new friend" during the lunch period. They found that this racial interaction generalized to a non-reinforced free-play situation. Williams, Cormier, Sapp, and Andrews (1971) used the behavior management techniques of teacher reinforcement, peer reinforcement, and role-modeling to change the interaction pattern of whites and blacks in junior high school classes. Devries and Edwards (1973) found that student teams and instructional games fostered social integration between races in seventh-grade mathematics classes.



From a practical viewpoint, the above studies offer much more than the traditional attitude studies. They provide methods which can be used in a classroom to increase interaction between races, they consider that blacks can be prejudiced toward whites just as whites can be prejudiced toward blacks, and they use behavioral measures of change as well as attitude measures. The major deficit of these studies is that they do not compare intervention techniques which are specifically rooted in theories of prejudice; therefore, these studies have limited utility for supporting, disproving, or changing the theories of prejudice as they now exist.

The present study investigated group methods for reducing racial prejudice and discrimination in high-school students. Each of the four experimental groups in the study was based on one or more theories about prejudice. The experimental groups varied along two dimensions: topic of interaction -- racial versus non-racial content; and mode of interaction -- motor versus verbal behavior. The first group (motor, non-racial) was a simple contact group in which members played various kinds of games together. The second group (verbal, non-racial) discussed various school issues with an emphasis on promoting congruent beliefs and solutions among the members on each issue. A third group (verbal, racial) discussed racial prejudice and



discrimination; and a fourth group (motor, racial) role-played these same problems. A no-treatment control group was also included. Both verbal and behavioral measures were used to assess changes in the groups.

Contact theories of prejudice (e.g., Allport, 1954) are based on the assumption that prejudice is caused by faulty stereotypic impressions formed by persons who have had little or no contact with the group involved. If these persons do come in contact with members of the disliked group under the proper conditions, the stereotypic impressions will not be supported, and therefore cooperative interaction is likely to occur. Cook (1970) has outlined the following characteristics of a situation which will foster favorable contact between members of different groups:

- (a) situation in which both groups have equal status;
  - (b) opportunity for mutually interdependent cooperation;
  - (c) immediate social climate favoring intergroup association;
  - (d) persons involved who do not characterize stereotypic beliefs; and
  - (e) sufficiently intimate contact to foster seeing other persons as individuals rather than as members of a group.
- The treatment situation for each of the groups in the present study fulfilled these suggested characteristics as closely as is possible.

Rokeach and Mezei (1966) have presented evidence supporting their contention that prejudice is caused by

perceived differences in beliefs. They hold that prejudice will occur, not based solely on race, but rather based on whether or not a person perceives the beliefs of another person as being congruent or incongruent with his own beliefs. Reduction of prejudice should therefore occur when the beliefs of two people that were previously assumed to be different are found to be the same.

Social learning theory has been used to explain the development of both normal and deviant behavior (Bandura, 1969). Learning theory would view prejudice and discrimination as developing just as any other learned social response. Parents, peers, and siblings may implicitly or explicitly model and/or reinforce various behaviors including verbal or behavioral prejudice against certain disliked groups who may be discriminated against on the basis of social class, religion, or race. Desirable changes in prejudiced responses would involve developing and strengthening less prejudiced and more appropriate verbal or behavioral responses. These changes may be accomplished by using behavioral rehearsal (Lazarus, 1966; Wolpe & Lazarus, 1966), and the relatively new cognitive therapies (Beck, 1970; D'Zurilla, Wilson, & Nelson, 1973; Ellis, 1962; Lazarus, 1971). Behavioral rehearsal involves learning new behavior patterns by modeling, and by role-playing with feedback. The cognitive therapies are systematic approaches to

altering verbal behaviors which are open to change just as motor and autonomic behavior are open to change (Bandura, 1969; Homme, 1965).

Given these theories of prejudice, the four treatment groups consisted of: (1) Game Playing (GP) group based on a contact theory of prejudice (Allport, 1954); the members of this group interacted by playing various games together; (2) School Issues (SI) group based on Rokeach's (Rokeach et al., 1960) theory that belief congruency is an important variable in determining prejudice; members of this group were encouraged to agree on a solution to various school problems considered; (3) Racial Discussion (RD) group based on social learning theory (Bandura, 1969) and cognitive therapies; members of this group discussed racial prejudice and discrimination, their causes and ways of promoting better interracial cooperation; (4) Racial Role-playing (RR) group based on social learning theory and the efficacy of using modeling and role-playing in behavioral rehearsal to change behavior (Bandura, 1969; Lazarus, 1966); members of this group role-played the same topics discussed in the racial discussion (RD) group; and (5) a no treatment control group was also included in the study to control for other non-specific environmental factors.

The following predictions were made regarding the effects of the experimental manipulations: (1) Both

social-learning groups, RD and RR, should improve more than SI, or GP on both the behavioral measures (Behavior Interaction and Seating Position), and verbal measures (Behavioral Differential and Sociometric Choice). The rationale for this prediction was that a structured change program should be more effective in altering attitudes and behaviors than either a simple contact situation or a belief congruency approach. (2) There should be no significant difference between SI and GP groups with both showing slight improvements on both measures as compared to the no-treatment group, due to the effects of the contact situation. (3) RD and RR groups will differ in that the RR group will improve more on the behavioral measures, and the RD group will improve more on the verbal measures. This prediction was made on the basis of the differential emphasis on the particular response modes in each of the groups. In other words, for the verbal measures  $NT < SI = GP < RR < RD$  and for the behavioral measures  $NT < SI = GP < RD < RR$ . (4) All contact-treatment groups should improve more on the Behavioral Interaction and Behavioral Differential measures than the no treatment (NT) group. No comparisons between the no treatment control and the experimental groups was possible on the Seating Position or the Sociometric Choice measures.

## CHAPTER II

## METHOD

Subjects

Subjects were 25 students at a large, recently (1970) integrated, urban high school located in North Carolina. They were selected on two criteria: their willingness to participate in the project, and their having free time available during the school day through a study hall. They were originally matched for age, sex, race, and grade point average as closely as possible and assigned randomly to one of four experimental groups or one control group. In addition, they were matched on a measure of racial prejudice, the Behavioral Differential (Triandis, 1964 ) (See Appendix A). Consent forms for participation in the groups were filled out prior to pre-treatment testing (the Behavioral Differential). The consent form read "Would you be willing to participate in a discussion group concerned with school problems, meeting two periods per week, during study hall, for three weeks?" (See Appendix B). This form was completed a week prior to pre-treatment testing in order to minimize association of the testing with participation in the groups. Each experimental group and the control group originally consisted of six members matched for race, sex and prejudice score. Due to normal attrition, each group finally consisted of five members with the following



compositions: (1) GP -- two white females with medium prejudice scores (Behavioral Differential), two black females with low prejudice scores, and one black male with low prejudice score; (2) SI -- one white female with high prejudice score, one white female with medium prejudice score, two black females with low prejudice scores, and one black male with low prejudice score; (3) RD -- one white male with medium prejudice score, two white females with low prejudice scores, one black female with low prejudice score, one black male with low prejudice score; (4) RP -- one white male with high prejudice score, three white females with low prejudice scores, and one black female with low prejudice score; (5) NT -- one white male with high prejudice score, one white female with medium prejudice score, one black male with low prejudice score, one black female with medium prejudice score, and one black female with low prejudice score. Of the five members in each experimental group, there were some absences, but no member missed more than two sessions. There were a total of five absences for GP, five for SI, three for RD, and four for RP.

#### Experimental Design

A two x two factorial design with matched groups was used, manipulating topic (racial and non-racial), and mode

of contact (verbal and motor). The motor contact groups were: (1) Game-playing (GP), and (2) Racial Role-playing (RR). Verbal Contact groups were: (1) Racial Discussion (RD), and (2) School Issues Discussion (SI). In addition, a no treatment control group (NT) was included as a fifth group. Separate manuals for each of the experimental groups are attached in Appendix C. The author who is a white male conducted each of the treatment groups in the design. He is experienced in conducting group discussions, and was given additional training for specific groups in this study. Training also included proper use of social reinforcement to encourage interaction and cooperation between members of the groups.

#### Dependent Measures

Pre- and post-treatment assessments were made on (a) verbal prejudice, and (b) behavioral interaction between whites and blacks. In addition, two intra-treatment measures were taken on (c) sociometric choice, and (d) seating position.

Behavioral Differential. Students in study halls were asked by graduate students (posing as experimenters) to complete a Critical Issues Checklist and the Behavioral Differential (Triandis, 1964 ) under the guise that the experimenters were measuring the attitudes of high school students on various issues. The Critical Issues Checklist



(Appendix D) consists of a series of ten selected topics, on which a person expresses his opinion by checking "For," "Against," or "Undecided." The opinion data was used only as an aid to relevant discussion in the School Issues (SI) group, and to add substance to the reason given for filling out the material. The Behavioral Differential (Appendix A) was used to match subjects for racial prejudice and also as a pre-post dependent measure. The students were asked to indicate their behavioral intentions toward 16 stimulus persons generated according to a factorial design for the following characteristics: race (black and white); occupation (store clerk or lawyer); age (24 or 50 years old); and sex (male or female). The twenty behaviors on the scale are divided evenly into the dimensions of Respect, Marital Acceptance, Friendship, Social Distance, and Superordination. The description of the stimulus person was placed at the top of the page, and subjects were asked to check the likelihood of their engaging in each of the 20 behaviors with this person. The behaviors were those Triandis (1964) selected from a content analysis of randomly selected novels. Subject scores on this measure were designated as high, medium or low in prejudiced intentions and were used to match students in the experimental and control groups. The scores were also used as pre-post dependent measures. The same scale was administered in

study halls one week after treatment ended. The rationale given to the students was that the second test was to determine if their attitudes were consistent. Difference scores between pre- and post-measures were used to evaluate changes in verbal prejudice.

Behavioral Interaction. The students selected on the basis of the questionnaire data (Behavioral Differential) were asked to come to an organizational meeting in a conference room equipped with a one-way mirror. Refreshments were served, and students were given 10 minutes of free time to socialize before the meeting started. The meeting itself was used to assign the students to the experimental or control groups, to designate the time schedule and procedure for attending the meetings, and to encourage perfect attendance. Control subjects were told that they were substitutes and could be called on to take the place of students in the experimental groups. A video tape system located behind the one-way mirror recorded the "free time" portion of the organizational meeting. Students were told as they came to the meeting that they were being recorded. A similar session at the end of the experiment provided the post-treatment test. Subjects were asked to come to the conference room for an explanation of their participation in the group sessions. Control subjects were also asked to attend. Refreshments were again served and subjects had

ten minutes to socialize before the meeting started. Students were again told of the presence of the video tape system which was used to record the 10-minute "free time" interval.

Both the pre- and post-intervention tapes were reviewed for interracial interactions by judges who were "blind" as to the purpose of the study, the groups involved, and whether a pre- or post-treatment tape was being reviewed. The judges were two undergraduate students earning research credit. They were trained by the author to 90% reliability level before official scoring of the interactions was begun. Subjects were scored individually for interactions with students of the same race, the opposite race (black, white), or no interaction (see Appendix E). Interactions consisted of any of the following: (a) verbal -- talking or laughing; and (b) non-verbal -- gesturing, smiling, or orienting toward someone who is talking. For the purposes of scoring, both verbal and non-verbal interactions were combined; and (c) interactions with the therapist were not included. A time-sampling procedure was used for scoring using 10-second intervals for observing interactions with 5 seconds off for scoring. Thus, each minute consisted of four 10-second intervals during which the judges recorded the presence of interracial, intraracial, or no interaction. The percentage of intervals of

interracial interaction was computed for each subject which allowed for variation in the number of intervals each subject was present on the videotape. When a subject left the room or was out of view (e.g., someone standing in front of the camera) the interval was not included in the scoring data. The scores of the two judges were averaged to obtain an interaction score for each subject. Difference scores for the subjects were used to assess pre- and post-changes in the interaction pattern of the experimental and control groups.

Sociometric Choice. During the first and last treatment sessions, members of each of the experimental groups were asked to choose two people from their group with whom they would be interested in working on a problem later in the semester. Choices were written on a sheet of paper and turned into the therapist. Changes in the number of cross-race choices provided a simple verbal measure of interracial interaction. Control subjects did not participate in this measure.

Seating Position. Another behavioral measure was taken during each treatment session. The chairs used in the experiment were placed around a rectangular table where each of the groups met. The chair positions of the members of the groups were recorded to determine if interaction, as measured by how many chairs away a person sits from a

member of another race (therapist included), changed as a function of the experimental manipulations (Appendix F). Control group scores for this measure were not completed.

### Procedure

Treatment was conducted over a 3-week period involving six 45-minute sessions for each group. Missed sessions were not made up, but a record of absences was maintained. All groups met in a large classroom. The characteristics for a favorable contact situation outlined by Cook (1970) were followed as closely as possible. Subjects were randomly assigned to one of five treatment conditions after within-sample matching on sex, race, grade point average, age, and prejudice score on the Behavioral Differential. All treatments were conducted with groups of five subjects. The five control group subjects participated in the Behavioral Differential and Behavioral Interaction pre- and post-tests only.

Game-playing group (GP) (Appendix C1). The members of this treatment group interacted with each other by cooperatively playing various games together (e.g., checkers, cards, Scrabble). This treatment was designed to measure the effects of contact with members of the opposite (black, white) race and to control for the effects of contact. The first session included some instruction on the game-playing



activities. Thereafter the sessions consisted of the members playing games with various other members of the group with occasional instruction when needed.

School Issues (SI) (Appendix C2). The members of this group discussed school issues during the six treatment sessions. The issues were divided into academic, authority, and social issues with discussion lasting two sessions for each division. The experimenter used social reinforcement to encourage belief similarity, and solution to the problems that were agreeable to all members of the group. This group tested the hypothesis that belief congruency is an important variable in determining prejudice.

Racial Prejudice Discussion (RD) (Appendix C3). The members of this group discussed elements of student conflicts including prejudice and discrimination (e.g., meaning, courses, extent of) during the first two sessions. The last four sessions were devoted to methods of reducing student conflicts and prejudice and discrimination. A cognitive restructuring approach (Lazarus, 1971) was used by showing that prejudiced behavior is not a beneficial response and by providing alternatives to prejudiced talk and behavior. In addition, procedures were introduced for handling prejudice in friends, older people, and younger people; strategies to follow when the subject is the object of prejudice; and group methods for promoting interracial

cooperation. The group was a test of the social-learning view of prejudice, and the efficacy of using contact and cognitive restructuring approaches to change prejudiced behavior.

Racial Role-playing (RR) (Appendix C4). The members of this group followed the same topics as in the RP treatment, but used modeling and role-playing instead of discussion as a means of change. This group was an investigation of the social learning theory of prejudice by using behavioral rehearsal to bring about a change in prejudiced behavior.



## CHAPTER III

## RESULTS

For the four dependent measures, a three-way multivariate analysis of variance (MANOVA) was performed on the repeated measures (factor 1) for the four treatment groups (racial versus non-racial topics -- factor 2; motor versus verbal modes of interaction -- factor 3). A three-way univariate analysis of variance was then performed on the same factors for each of the four dependent variables. For two of the dependent measures (Behavioral Differential and Behavioral Interaction), each treatment group was compared with the control group. In addition, a multivariate analysis of variance was performed on the Behavioral Differential measure. Analysis of variance on the pre-test scores for all dependent measures showed no initial differences among the experimental groups.

MANOVA on All Dependent Measures

The MANOVA which is presented in Table 1, Appendix G (all subsequent tables are also located in this appendix), showed only a significant topic x mode interaction ( $p < .05$ ). Comparisons of the composite means (see Table 2) using Hotelling's  $T^2$  (Winer, 1971) showed an overall reduction prejudice for RR ( $p < .03$ ) and SI ( $p < .07$ ). However since Hotelling's method involves multiple  $t$  tests, the

experiment-wise levels of significance for these two values are respectively .39 and .69.

### Behavioral Differential

Treatment of the data. There were 16 stimulus persons used in the study; generated according to a factorial design for the characteristics of age (24 or 50 years old), race (black or white), occupation (lawyer or store clerk), and sex (male or female). Each of the stimulus persons was placed at the top of a page of the Behavioral Differential and each subject rated these stimuli on the 20 behaviors which make up Triandis' (1964b) measure. The behaviors may be divided into five factors (Respect, Marital Acceptance, Friendship, Social Distance and Superordination) with four behaviors making up each factor. Scores on the pre- and post-tests for each subject were obtained by summing the ratings of the four behaviors which comprise each factor; thus there were five scores for each subject on each page of the measure. Scores for each of the five factors were then summed across each race (black or white) yielding two sets of scores for each factor: one for behavioral intentions toward people of the same race and one for behavioral intentions toward people of the opposite race. Differences between these two sets of scores produce scores for each of the five factors which reflect the subject's tendency not

to engage in behaviors with members of the opposite race (prejudice); thus lower scores are indicative of less prejudice. The means of each of the experimental and control groups on each of the five factors for pre- and post-tests are presented in Table 3.

Univariate ANOVA on the factor Respect. The ANOVA, which is presented in Table 4, showed no differences among the four treatment groups, but did show a significant reduction in prejudice scores across all groups from pre-treatment ( $\bar{X} = 30.40$ ) to post-treatment ( $\bar{X} = 19.90$ ) ( $p < .05$ ).

Univariate on other factors. The ANOVA's for the factors Marital Acceptance, Friendship, Social Distance, and Superordination, which are summarized in Tables 5, 6, 7, and 8, showed no significant differences between treatment groups nor for the repeated measures factor.

t tests. For each of the five factors of the Behavioral Differential, a t test was performed, comparing the means of each of the four treatment groups with the mean of the control group. A formula and distribution derived by Dunnett (Winer, 1971) was used; the results are summarized in Table 9. No significant differences between treatment groups and the control group were obtained. A t test of the combined treatment groups against the control also yielded no significant differences ( $t = 1.13$ ;  $df = 5, 16$ ;  $p > .05$ ).

MANOVA. Since the Behavioral Differential consists of five factors, a multivariate ANOVA was performed. This MANOVA, which is presented in Table 10, on all five factors in the Triandis (1964b) scale yielded a significant main effect on the independent variable, mode of interaction ( $p < .07$ ). This indicates that a complex of factors produced a significant difference between the verbal and motor modes of interaction with no one factor itself producing a significant difference between these modes as shown by a lack of significant mode differences in the univariate ANOVA's. Inspection of the composite means (all five factors) for the two modes reveals that the verbal mode produced greater reduction in prejudice ( $\bar{X} = 21.74$ ) than the motor mode ( $\bar{X} = 23.06$ ).

#### Behavioral Interaction

A univariate ANOVA was performed on the pre- and post-treatment interracial interaction scores for the four treatment groups. The results, summarized in Table 11, showed differences in the groups for the three-way interaction of topic, mode, and pre-post-measure ( $p < .11$ ). No differences were found between the groups on post hoc tests (Newman-Keuls) on the cell means. The biggest gain in interracial interaction was found, however, in the Game-Playing group. The cell means for all the groups on the

pre- and post-Behavioral Interaction measure, both in terms of percentage of intervals with interracial interactions and in terms of arcsin transformations are summarized in Table 12.  $t$  tests comparing each treatment group mean with the control group mean, using the formula and distribution derived by Dunnett (Winer, 1971), showed no significant differences between any of the treatment groups and the control group on percentage of interracial interaction (see Table 13). A  $t$  test comparing the combined treatment groups with the control group also yielded no significant result ( $t = .554$ ;  $df = 5, 16$ ;  $p > .05$ ).

#### Sociometric Choice

Each subject in the four treatment groups was asked to select two persons with whom to work on a project. The number of opposite race choices for each subject was recorded during the first and last treatment sessions. The numbers of opposite race choices for each subject in each treatment group were subjected to a repeated measures ANOVA which is summarized in Table 14. The ANOVA shows no significant main effects, but did show significant topic x mode interaction ( $p < .07$ ) and pre-post x topic interaction ( $p < .07$ ). Post hoc tests (Newman-Keuls) on the means of the groups showed no significant differences between the groups at the .05 level. No comparisons with the control



group were available. Means on this measure for the experimental groups are summarized in Table 15. Inspection of these means reveals that the greatest gains in selecting members of the opposite race to work with on a project were made by the Racial Discussion and Racial Role-playing groups.

### Seating Position

A 2x2x6 repeated measures ANOVA was performed on seating position data which was the number of seats away from a person of another race that each subject sat at each of the six therapy meetings. This ANOVA, summarized in Table 16, showed a main effect for topic of interaction ( $p < .10$ ) and a significant effect for topic x mode interaction ( $p < .08$ ). Post hoc tests (Newman-Keuls) showed no differences between the groups at the .05 level. Group means for the experimental groups are summarized in Table 17. Inspection of these means reveals that members of the Racial Discussion group were more likely to be sitting near a person of the opposite race. No data for the control groups were collected for this measure.

### Summary of Results

Table 18 is a summary table of all significant results on all dependent measures. It shows a main effect on mode of interaction for the MANOVA on all dependent

measures ( $p < .05$ ) and for the MANOVA on the Behavioral Differential ( $p < .06$ ). The Behavioral Differential measure also shows a significant pre-post reduction in prejudice scores for all treatment groups on the factor Respect. The Behavioral Interaction resulted in a significant triple interaction ( $p < .11$ ) with the GP group showing greater improvement in interracial than the other experimental groups. The Sociometric Choice showed significant topic x mode and topic x pre-post interaction ( $p < .07$ ) with RD and RR groups improving more than SI or GP on choosing people of the other race with whom to work. The Seating Choice measure showed a main effect for mode of interaction ( $p < .10$ ) and a significant topic x mode interaction ( $p < .08$ ).



## CHAPTER IV

## DISCUSSION

Summary and Discussion of Results

The results of the present study show that no one experimental group changed significantly on all of the dependent measures. There were, however, reductions in prejudice for specific experimental groups on some individual dependent measures.

On the Behavioral Differential, a multi-dimensional verbal measure of prejudice, there was a significant pre-to post-reduction in prejudice scores for all experimental groups on the factor Respect. In other words, after the treatment sessions, both the verbal and non-verbal, and racial and non-racial groups tended to rate interactions with members of the opposite race more nearly the same as the ratings toward members of their own race for the behaviors which compose the factor Respect. The control group which did not have structured contact with members of the opposite race showed almost no pre to post change on this factor. It appears interracial contact positively affected the experimental groups.

For the Behavioral Interaction measure, which was specifically designed to measure interracial behavioral contacts, the GP group (non-verbal, non-racial) showed the largest pre-to post-improvement in percentage of intervals

of contact with members of the opposite race. Since GP was a behavioral interaction group, it was expected that there would be a transfer from the treatment to the test situation. Indeed, during the post-test, some of the members of the GP group exhibited some of the same game-playing behaviors that occurred during the experimental sessions (e.g., playing cards). Despite the pre-to post-behavioral change on this measure, GP showed no significant changes on the verbal measures. This finding supports the separate measurement and treatment of attitudes and behaviors (Mischel, 1968).

On the dependent variable Sociometric Choice (verbal measure) both RR (non-verbal, racial) and RD (verbal, racial) chose more members of the opposite race with whom to work on a project than the other two experimental groups. This finding tends to support the prediction that the two social-learning groups would improve more on the verbal measures than SI or GP.

Comparing the results of this experiment with the predictions show: (a) The prediction that the social-learning groups RR and RD would improve more on both the behavioral and verbal measures than SI or GP was only partially confirmed since RR and RD were better on only one verbal measure -- Sociometric Choice. Indeed, on the Behavioral Interaction GP was better than any of the other

experimental groups. (b) The prediction the SI and GP groups would be equal was confirmed on three of the four measures. GP improved more on the Behavioral Interaction than SI. (c) The prediction that RR and RD would differ only in that the verbal group (RD) would improve more on the verbal measures than RR, and RR would improve more than RD on behavioral measures, was not confirmed. There were no significant differences between RR and RD on any of the measures. (d) The prediction that all contact groups would improve more than NT was partially confirmed. On the Behavioral Interaction measure, one of the contact groups, GP, showed greater improvement than the control group (NT).

The findings in this experiment have relevance for the theories on which the experimental groups were based. The results do not lend support to Rokeach's theory of prejudice which states that assumed belief incongruity is the important factor in determining prejudice. The group based on this theory, SI, whose purpose was to improve belief congruity by seeking a common solution to school problems, showed no changes on any of the measures. The results on the Behavioral Interaction (GP group better than other experimental groups) support Allport's (1954) contact theory of prejudice which states in part that prejudice will be reduced if positive contact is made with members of the disliked group. The results of the Sociometric Choice measure

tend to support the use of a structured change program and the social-learning view of prejudice since the RD and RR groups improved most on this measure. The social-learning view of prejudice is that it is learned just as other social responses are learned, and hence can also be changed through the learning procedures of modeling and reinforcement.

#### Problems with Present Study

Several reasons may be postulated for the lack of more clearly defined results in the present study. These reasons are divided into the following categories: Groups, Time, Subjects, Contents and Measures.

Groups. The fact that the compositions of the groups were unequal in the number members of each race, accounted for several problems, one being that some of the groups received less contact with members of the opposite race than other groups (e.g., RR had only one black member). Less contact may have limited generalization to other situations and other members of that race.

Time. Generalization may also have been hampered by the short duration of treatment (three weeks).

Subjects. Probably the largest difficulty with the present study was in the subject population. The subjects for the most part were not highly prejudiced on the

pre-test. This may have reduced the probability of the experimental groups producing any significant changes. The small number of subjects who participated in each experimental group may also have reduced the chances of producing differences among the groups.

Content. At the request of the school involved, the approach to the problems of racial prejudice and discrimination in the two racial groups, RR and RD, was subtle rather than direct. This may have reduced the effectiveness of the group sessions.

Measures. The Behavioral Differential questionnaire was much too long. Some of the subjects became bored or discouraged and randomly rated the behaviors. This resulted in a reduced measured degree of prejudice and in a higher error term, producing inconsistent results. In addition, it is possible that some of the subjects could not read or comprehend some of the behaviors included in this measure.

On the Behavioral Interaction measure, there were some interactions which were not recorded because the person was out of view of the camera or was blocked out by someone else in the room. Also, the sound system was not adequate to accurately record conversations which could have aided in determining interactions.

The Seating Position measure was not equal for all groups because of the unequal number of members of each



race present in the groups. In a group with only one black member, only two people could sit next to this person, while in a group with three white and two black members, there was a higher probability of sitting next to a person of the opposite race.

For the same reason, the Sociometric Choice measure had limited utility. A group with two white members and three black members would have a different probability of picking members of the opposite race than a group with one black member and four white members.

Another problem that must be considered is that the dependent measures may not have been sensitive to the changes which occurred in the experimental groups. Generalization may not have occurred between the treatment sessions and the dependent measures.

#### Suggestions for Future Research

If this study were to be repeated, several changes would be in order. First, two therapists (one white and one black) would each conduct all of the experimental groups thus doubling the number of subjects in the study and controlling for the race of the therapist. The larger number of subjects would provide for clearer analysis of the data. Secondly, the subjects in the study would either be highly or moderately prejudiced in order to increase the



probability of change occurring. Third, treatment sessions would be once a week for six weeks and would include homework assignments which would increase generalization to the natural, non-treatment environment. Fourth, the measures used would continue to include the Behavioral Interaction, but the video tape camera would be elevated and a directional microphone system would be used in order to maximize the recording of interactions. The Behavioral Differential would again be used, but the number of behaviors to be rated for each stimulus person would be reduced to 15, and the number of stimulus persons reduced to eight, so as to shorten and simplify this measure. Lastly, the groups would be matched on race so as to equate the opportunities for biracial contact during treatment sessions and during each of the dependent measures.

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## Appendix A

List of Stimulus Persons for the Behavioral  
Differential

These 16 combinations are generated using a factorial design for the following characteristics: race (black or white), occupation (lawyer or store clerk), age (24 or 50 years old), and sex (male or female). Each student rated each of the possible combinations as to the likelihood of their engaging in each of the behaviors with this person. Order of presentation of stimulus persons was randomized.

Combinations:

1. A 24 year old white lawyer, female
2. A 24 year old black lawyer, female
3. A 24 year old black lawyer, male
4. A 24 year old white lawyer, male
5. A 50 year old white lawyer, female
6. A 50 year old white lawyer, male
7. A 50 year old black lawyer, female
8. A 50 year old black lawyer, male
9. A 50 year old black store clerk, male
10. A 50 year old black store clerk, female
11. A 50 year old white store clerk, female
12. A 50 year old white store clerk, male
13. A 24 year old black store clerk, female
14. A 24 year old black store clerk, male
15. A 24 year old white store clerk, female
16. A 24 year old white store clerk, male



## Appendix A (Continued)

## Behavioral Differential

would	1 2 3 4 5 6 7 8 9	admire the ideas of this person	would not
would	1 2 3 4 5 6 7 8 9	marry this person	would not
would	1 2 3 4 5 6 7 8 9	be partners in athletic game with this person	would not
would	1 2 3 4 5 6 7 8 9	exclude this person from my neighborhood	would not
would	1 2 3 4 5 6 7 8 9	treat this person as a subordinate	would not
would	1 2 3 4 5 6 7 8 9	admire the character of this person	would not
would	1 2 3 4 5 6 7 8 9	fall in love with this person	would not
would	1 2 3 4 5 6 7 8 9	eat with this person	would not
would	1 2 3 4 5 6 7 8 9	prohibit this person from voting	would not
would	1 2 3 4 5 6 7 8 9	command this person	would not
would	1 2 3 4 5 6 7 8 9	ask for the opinions of this person	would not
would	1 2 3 4 5 6 7 8 9	go on a date with this person	would not
would	1 2 3 4 5 6 7 8 9	gossip with this person	would not
would	1 2 3 4 5 6 7 8 9	accept this person as a close kin by marriage	would not
would	1 2 3 4 5 6 7 8 9	obey this person	would not
would	1 2 3 4 5 6 7 8 9	learn with the help of this person	would not
would	1 2 3 4 5 6 7 8 9	love this person*	would not
would	1 2 3 4 5 6 7 8 9	accept this person as intimate friend	would not
would	1 2 3 4 5 6 7 8 9	invite this person to my club	would not
would	1 2 3 4 5 6 7 8 9	criticize the work of this person	would not

\*Triandis' 1964 scale had this behavior listed as "make love to this person" which had to be altered to meet the approval of the school officials.

Appendix B  
Student Consent Form

Would you be interested in participating in a discussion group concerned with school issues which would meet two periods a week for three weeks during study hall?

(please circle one)      YES      NO

Name \_\_\_\_\_

## Appendix C

### Game-playing Group Manual (GP)

The procedure outlined in this manual is designed for implementation with small groups of students in a high school setting and is intended to encourage cooperation between racial groups. The procedure involves having groups of students interact through the use of cooperative game playing.

#### Rationale to the Therapist

Contact theories of prejudice (e.g., Allport, 1954) predict that racial prejudice will be reduced in a cooperative contact situation. This is based on the assumption that in the absence of contact, faulty stereotypic impressions are formed based on generalization, and second-hand, distorted information. Contact in a cooperative situation will break down these faulty generalizations and promote better interracial cooperation.

#### Appendix C

#### Treatment Manuals

#### Rationale to the Students

This is an activity group. During the next three weeks you will be participating in different kinds of games together. It is hoped that you will perhaps make new friends, learn more about other people, and have fun. You have been chosen to be in this group because of your interest and willingness to participate. Please feel free to suggest activities and games which can be played by members of the group. The main thing for you to do is relax and have a good time during these meetings.

#### Note to the Therapist

It is important for the therapist to create an atmosphere which is open and friendly, that is conducive to interaction, and that is fair and equal to all. Encourage the idea that the members of the group are participating in these games as a way of getting to know people better. Emphasize that making friends and having a good time are the main objectives, not winning. A schedule is not included for this group because of the variety of interests which may be present, and because a schedule would be difficult to follow with 1 or 3 types of games going on

## Appendix C1

## Game-playing Group Manual (GP)

The procedure outlined in this manual is designed for implementation with small groups of students in a high school setting and is intended to encourage cooperation between racial groups. The procedure involves having groups of students interact through the use of cooperative game playing.

Rationale to the Therapist

Contact theories of prejudice (e.g., Allport, 1954) predict that racial prejudice will be reduced in a cooperative contact situation. This is based on the assumption that in the absence of contact, faulty stereotypic impressions are formed based on rumor, generalization, and second-hand, distorted information. Contact in a cooperative situation will break down these impressions and promote better interracial cooperation.

Rationale to the Students

This is an activity group. During the next three weeks you will be participating in different kinds of games together. It is hoped that you will perhaps make new friends, learn more about other people, and have fun. You have been chosen to be in this group because of your interest and willingness to participate. Please feel free to suggest activities and games which can be played by members of the group. The main thing for you to do is relax and have a good time during these meetings.

Note to the Therapist

It is important for the therapist to create an atmosphere which is open and friendly, that is conducive to interaction, and that is fair and equal to all. Encourage the idea that the members of the group are participating in these games as a way of getting to know people better. Emphasize that making friends and having a good time are the main objectives, not winning. A schedule is not included for this group because of the variety of interests which may be present, and because a schedule would be difficult to follow with 2 or 3 types of games going on

## Appendix C1 (Continued)

simultaneously. However, a few suggestions will be made.

1. General orientation. Students can introduce themselves. Therapist will give the students the rationale for the group and explain that the only requirement is that they come to the weekly meetings and participate.
2. Encourage the students to bring in or suggest games that they would like to play.
3. Explain that some instruction will take place if the students are not sure how to play a game. Also indicate that you want them to play different games with different people.
4. Encourage the students to cooperatively interact and praise them for both interaction and good attendance.
5. It is desirable that the therapist participate and be a part of the group.

## Appendix C2

## School Issues Discussion Manual (SI)

The procedure outlined in this manual is designed for implementation with small groups of students in a high school setting and is intended to encourage cooperation between racial groups. Basically it involves having students discuss a variety of school problems or issues while being encouraged to provide solutions agreeable to all members of the group.

Rationale to the Therapist

Rokeach and Mezei (1966) have provided evidence that perceived differences in beliefs are a cause of prejudice. Cooperative contact producing belief similarity should therefore reduce this prejudice. Cooperation and belief similarity will be encouraged by the therapist.

Rationale to the Student

This is a discussion group on school issues. During the next three weeks we will be talking about academic, authority, and social issues within the school. It is hoped that these group meetings will help all of us understand problems which exist within the school and point to the solution of these problems. You have been chosen to be in this group because of your various interests and your willingness to participate. You should feel free to express your opinion, agree or disagree with others and tell why you think as you do. None of the information will be discussed with any administrator or parent. The information will be used solely to the benefit of the group.

Note to the Therapist

It is very important for the therapist to create a friendly, open atmosphere conducive to interaction and discussion. All students should be encouraged to participate, and it should be stressed that all members are working together to find a common solution. Belief similarity can be pointed out and encouraged through the use of social reinforcement (e.g., praise). The schedule of discussion topics is contained in the following outline along with some suggested ideas for discussion. Do not feel limited



## Appendix C2 (Continued)

by the schedule but use it as a resource. Try to complete all of the topics scheduled each week, but do not rush over points just to get finished; topics can be continued the following week.

School Issues Discussion Schedule

## 1st Session

1. General orientation -- Introduce everyone. Explain that this group will be discussing various school problems and attempting to find a common solution.
2. Group requirements -- Except for coming to the sessions every week and participating in the discussion, there are no requirements. Emphasize the importance of coming each week (cannot find good solutions without lots of suggestions, hard to have a good discussion without six people, stress that they are important to the group).
3. Emphasize that the group is working together to try to find some answers to these problems and that there are no wrong answers. Also the conversations are between the members of the group (no teachers or administrators are involved). Try to put them at ease, let them know that they are not being judged or graded.
4. Discussion on what is a discussion group, what it does, how it works (politeness), and why it is a useful form of communication and education. Who uses discussions. Practice a discussion on a topic not related to the schedule (maybe something outside the school, politics). After a short time, ask for comments about how the discussion was. This will be practice. If improvement is necessary, point out how this can be accomplished and practice on another topic.
5. Explain that the school problems have been broken up into Academic Problems, Authority Problems, and Social Problems; and that this week and next will be spent on Academic Problems such as curriculum, grading, homework, studying. Ask for other ideas in this area and take one at a time.
6. Examples might be for curriculum -- Are you getting the courses you want and feel you need. What courses could be added, deleted, problems of changing the courses. Ways in which changes could be accomplished.

## Appendix C2 (Continued)

7. For grading, might discuss the different types of grading systems, the need for grades. How different teachers handle grades. Alternatives to grading. Be sure to encourage a cooperative solution for each and common beliefs.

## 2nd Session

8. Briefly review, thank students for their ideas and for coming to the sessions.
9. Discuss additional academic problems such as homework, studying. Maybe ways of improving their study habits, attention.
10. Tell students to be thinking of some authority problems for next week.

## 3rd Session

11. Briefly discuss the category of authority problems and ask for ideas on problems in this area the students would like to discuss. General categories might be teachers, counselors, principals, librarians, suspensions, freedom within classes and the school, and discipline. The same format for each of the problems should be followed; description of the problem with examples, alternatives or possible solutions, problems with the solutions, and decision on how the problem can best be overcome (common solution).
12. An example might be the problem of a teacher being too strict in the classroom. After giving example the students may try to determine if the teacher is too strict and what guidelines they are using to make the judgement. Next alternative to solve the problem can be entertained including the merits of each and the disadvantages. Finally a workable solution can be obtained.

## 4th Session

13. Review briefly topics discussed the previous session. Initiate discussion on new authority problems.
14. Additional topics might be student-teacher or student-counselor personality clashes, or student responsibility for order in the school.
15. Reinforce for attendance and remind students that the group will meet two more times to discuss social problems.

## Appendix C2 (Continued)

## 5th Session

16. Discuss the category of social problems and ask for suggestions for topics in this area; have someone record for reference. General categories might be dating, girls, boys, peer pressure, clothing, early marriage.
17. An example using peer pressure as a problem might start out with how it works, the kinds of things that are subject to pressure (clothing, styles, hair styles, drugs) and possible solutions to the problems.

## 6th Session

18. Briefly review problems from previous session and discuss new problems.
19. Review the usefulness of discussion groups and commend the students on being able to find common solutions to the problems discussed. Thank them for their participation.

## Appendix C3

## Racial Discussion Group Manual (RD)

The procedure outlined in this manual is designed for implementation with small groups of students in a high school setting and is intended to encourage cooperation between racial groups. Basically it involves a general discussion of prejudice and discrimination, the causes and results of these, the extent of problems in the schools caused by prejudice, and individual and group methods for producing greater interracial cooperation.

Rationale to the Therapist

Social-learning theory views prejudice and discrimination as developing just as any other learned social behavior (Bandura, 1969). Through implicit or explicit modeling and/or reinforcement (reward), parents, siblings, and peers influence the development of social response. A child gradually learns how he is supposed to respond in certain situations and toward certain groups of people. Treatment procedure for this group seeks to have students question their attitude and behavior toward members of the opposite race through a discussion of the causes of prejudice and discrimination. Alternatives to prejudiced behavior and ways of reducing interracial conflict will provide the group members with methods of changing their own and others' behaviors. The main objective is to change the students' thoughts and verbal behavior concerning members of the opposite race.

Rationale to the Students

This group will be concerned with one particular school issue -- conflicts between people. During the next three weeks we will be attempting to find the causes of conflicts and some solutions to this problem. We will be using discussion to help us understand the problem. You have been chosen to be in this group because of your interest and your willingness to participate. You should feel free to express your opinion and to indicate why you feel as you do. None of the information will be discussed with the administration of this school, the teachers or parents. The information will be used solely to the benefit of the group.

## Appendix C3 (Continued)

Note to the Therapist

It is important for the therapist to create an atmosphere which is open and friendly, that is conducive to interaction and discussion, and that is fair and equal to all. Encourage the idea that you, the therapist, and the members of the group are working together to try and discover some answers to this school (and national) problem. Encourage participation through the use of praise. Do not directly criticize an answer, but rather try to make the student see that perhaps his thinking may be faulty (have him examine his response). The schedule and suggested ideas for discussion are presented in the outline. Try to complete all the topics scheduled, but do not rush over parts just to get finished, since topics can be continued the following week. Do not feel limited by the outline, but use it as a resource of ideas for discussion.

Racial Discussion Schedule1st Session

1. General Orientation -- Introduce everyone. Explain that this group will be discussing a common school problem -- prejudice and discrimination.
2. Group Requirements -- Except for coming to the sessions every week and participating in the discussion, there are no requirements.
3. Emphasize that the group is working together to try to find some answers to a very difficult problem. There are no wrong answers and all suggestions and answers are between the members of the group (administrators and teachers are not involved). Try to put them at ease, let them know that this is a group effort and that they are not being graded or judged.
4. Discussion on what is a discussion group, what it does, how it works (politeness) and why it is a useful form of communication and education. Who uses discussions? Practice a discussion on a topic not related to prejudice (something outside school or politics). After a short time, ask for comments on the discussion. Explain that this was just practice. If improvement is necessary, point out how this can be accomplished and practice again on the same or another topic.



## Appendix C3 (Continued)

5. What is prejudice and what is discrimination? Start out asking for examples of each and let them make up a definition. A dictionary may be used for an official definition but an easy to verbalize one (2 or 3 words) will be easier to remember and more useful for the students. Ask for more examples of different kinds of prejudice and discrimination (race, sex, age) and make sure that the difference between the two (one an attitude and one a behavior) is clear. Also that anyone can be prejudiced. This may continue into the 2nd session.

## 2nd Session

6. Briefly review prejudice and discrimination from previous session.
7. Ask the students what they think are the causes of prejudice and discrimination. How does it develop? Here you want to steer them toward the idea that these are behaviors which are learned just as other behaviors are learned. Ask if they think parents have an influence on what they learn? How? Ask for examples of things they have learned from their parents (eating habits, speech, ideals). So what a person grows up to like or dislike depends on who he is born to or where he is born. People in other parts of the country may eat different foods but that doesn't make their food or yours good or bad or is there one correct way of dressing or playing basketball? All these things and ideals are determined by who your parents are and when you live. They become habits.
8. Are you always right? Are your parents? Is President Nixon? Are the newspapers? Why not? Change sometimes makes what once seemed right to be wrong. Example would be public opinion about the Vietnam War, people thought at first we should be there, now they don't. Discuss change what it means and how things are changing with emphasis on the idea that we have always had change but now things are changing faster (degree) than ever before (e.g., 90% of the scientists who ever lived are alive today, or electronics, medicine and communications have advanced more in the last 10 years than in all the time before then) and things will continue to change more rapidly. Does this



## Appendix C3 (Continued)

necessitate people changing their ideals? What happens if they don't change (e.g., someone who thinks women should not work)? They feel threatened by change. How does this relate to prejudice and discrimination? People are not always right. People's ideals have to change. How do you know what is right? You don't have to judge things for yourselves. Ask people for example starting with words, "Do you think its right to..... Discuss each answer.

9. Review what causes prejudice and discrimination (learned).

## 3rd Session

10. Briefly review causes of prejudice and discrimination. Have students give examples of both which occur within the school.
11. Do you have to be aware that you are being prejudiced? Why not? (habit) Discuss non-verbal communication. This is the idea that how you sit, stand and orient yourself toward someone sometimes indicate how you feel about someone. Ask for examples. Most people are not aware of their non-verbal subtle actions.
12. What might be some ways of producing better cooperation between races at school? Filter out the best ideas and discuss more in depth. Have someone briefly write down these ideas.

## 4th Session

13. Review briefly. Continue discussion on ways of promoting interracial cooperation. Include specific situations; what could you do if you saw a friend exhibiting prejudice? You could yell at him -- would that work? You could carefully talk to him later and explain prejudice; get examples of specific situations and talk about alternatives. What can you do if you catch yourself being prejudiced? What kind of answers or things could you say to a person of another race to show him that you dislike what he has done, but that you are not saying something just because of their race (e.g., answers should include the reason for saying something). What if you observe prejudice from a person who is younger than you? What could you say to him? How about someone older than you? Could say, "I think you are wrong" or you could ignore what they said and walk away.

## Appendix C3 (Continued)

## 5th Session

14. Review briefly from previous session. Then discuss aggressiveness and assertiveness and the difference between the two (Wolpe's book, Practice of Behavior Therapy, Chapter V). The main idea here is that in some situations being assertive is useful where being aggressive in the same situation would not be since it may lead to a fight.
15. Discuss what things you can do if you are the target of prejudice or discrimination by students or teachers? Give examples. What would be an aggressive response -- What could be the results? How about an assertive response?

## 6th Session

16. Review briefly from the previous session. Discuss various things students as individuals and as a group could do to promote better interracial cooperation? Examples might be (1) using non-prejudiced language, (2) promoting equality, (3) discourage prejudice by friends, (4) treat everyone as a person not as a member of a group, (5) teach other people what we have discussed. As a group contact officials as to any prejudiced actions, support causes which call for equality. You may be the object of prejudice sometime and will want support.
17. Thank the students for their participation and contribution to some possible solution to this problem. Tell them that there will be a short "party" next week to explain the purpose of the group further and to answer their questions.

## Appendix C4

## Racial Role-playing Group Manual (RR)

The procedure outlined in this manual is designed for implementation with small groups of students in a high school setting and is intended to encourage cooperation between racial groups. The procedure involves the use of role-playing to demonstrate what prejudice and discrimination are, their causes, group methods for dealing with prejudice and promoting interracial cooperation.

Rationale to the Therapist

Social-learning theory views prejudice and discrimination as developing just as any other learned social behavior (Bandura, 1969). Through implicit or explicit modeling and/or reinforcement (reward) parents, siblings and peers influence the development of social response. A child gradually learns how he is supposed to respond in certain situations and toward certain groups of people. Treatment procedure for this group seeks to change learned responses through role-playing various causes of prejudice and discrimination, alternatives to prejudiced behavior and ways of promoting greater interracial cooperation.

Rationale to the Students

This group will be concerned with one particular school issue -- conflicts between people. During the next three weeks we will be attempting to find the causes of conflicts and some solutions to this problem. We will be using a role-playing method (act out parts) to help us understand the problem more clearly. You have been chosen to be in this group because of your interest and your willingness to participate. You should feel free to express or act out your opinion and to indicate why you feel as you do. None of the information will be discussed with the administration of this school, the teachers or parents. The information will be used solely to the benefit of the group.

Note to the Therapist

It is important to create an atmosphere which is open and friendly, that is conducive to interaction and

## Appendix C4 (Continued)

cooperation and is fair and equal to all. Encourage the idea that the members of the group are working together to try and discover some answers to this school (and national) problem. Encourage participation through the use of praise. Try not to directly criticize answers, but try to make the student examine his answers to discover faulty thinking. Role-playing is probably a new experience for the students. Take time at the beginning of the first session to make sure the students feel comfortable in using this technique. The schedule for this group is an outline and suggested ideas for role-playing. Try to cover the topics on the schedule but do not feel limited to these ideas and do not rush over topics to get finished; topics can be carried over to the next week.

Racial Role-playing Schedule

## 1st Session

1. General Orientation. Introduce everyone. Explain that the school issue this group will be concerned with will be conflicts between people and that role-playing (acting) will be used to find solutions to these problems. Give the Rationale to the Students.
2. Group Requirements -- Except for coming to the sessions every week and participating in the activities, there are no requirements. Stress the importance of their attending every session because they are important to the success of the group.
3. Emphasize that the group is working together to try and find some answers to a very difficult problem. There are no wrong answers and all suggestions and answers are between the members of the group (administrators and teachers are not involved). Try to put them at ease and let them know that they are not being judged or graded.
4. Role-playing -- Ask what it is and ask for an example (TV, movies). Ask someone to help you with a short role-playing (r-p) situation. Ask for comments (topics should not be concerned with prejudice). Have each student pick a partner to do a role-playing situation with (Suggestions from TV or movies can be made).
5. Practice several different situations with comments after each one. May be continued into the second session.

## Appendix C4 (Continued)

6. Role-playing prejudice -- Ask for volunteers but the therapist may have to initiate the first example. Other examples should follow. Keep encouraging the students to "get into" their parts and to feel relaxed and have fun.
7. Role-playing discrimination -- Students may need some help discovering the difference between prejudice and discrimination. Make sure the difference is clear.
8. Have students role-play other types of prejudice (sex, age) and bring home the point that anyone may be prejudiced.
9. Tell them what a good job they are doing.

## 2nd Session

10. Briefly review from the previous session.
11. Ask students to role-play some of the causes of prejudice and discrimination. You want to steer them toward the idea that these behaviors which are learned just like a lot of other things. There may be a short discussion on this point followed by an example of learned prejudice and learned discrimination. Have students role play (r-p) other things that are learned from parents and siblings (eating habits, speech). Emphasize that habits are learned and depend on who your parents are and where you live.
12. Are you always right? Are your parents? Is President Nixon? Are newspapers? Why not? Sometimes changes make what was once deemed right, wrong. Ask for R-P example (public opinion about the Vietnam War). Have a short discussion on change, what it means and how things are changing (role-play if possible) with an emphasis on the idea that we have always had change but now things are changing faster than ever before (e.g., 90% of the scientists who have ever lived are alive today). Does this necessitate people changing too? R-P someone who has not changed his ideals to go with changes in society (e.g., someone -- husband -- who thinks women should not work). How does this relate to prejudice and discrimination. Give an example (R-P).
13. Review that prejudice is learned and becomes a habit but that sometimes habits need to change. Explain that later in the sessions we will try to discover ways of changing habits.
14. Thank them for their efforts.



## Appendix C4 (Continued)

## 3rd Session

15. Briefly review causes of prejudice. Have students give examples which occur within the school.
16. Do you have to be aware that you are being prejudice? No, because of habit. Discuss what non-verbal communication is. This is the idea that how you sit, stand, and orient yourself toward someone sometimes indicates how you feel about them. Have people role-play non-verbal communication. Are you usually aware of non-verbal actions?
17. Role-play and discuss some ways of producing better cooperation between races at school.
18. Tell students what a good job they are doing.

## 4th Session

19. Review briefly. Continue role-playing ways of promoting interracial cooperation. R-P a situation: What if you saw a friend exhibiting prejudice? What are some things you could do. Role-play each one and discuss the results. Another situation: What kinds of things could you say to a person of another race to indicate to them that you dislike something that they have done but that you are not objecting to them because of their race. What if you observe prejudice behavior from a person who is younger than you? What could you say to him? How about someone older than you? Could say, "I think you are wrong," or you could walk away. Role-play as much of this as possible.
20. State that there are only two more sessions and how important it is for them to attend. Thanks.

## 5th Session

21. Review briefly from the previous session. Then discuss aggressiveness and assertiveness and the differences. Role-play examples. (Wolpe's book, Practice of Behavior Therapy, Chapter V). The main idea is that in some situations being assertive is useful where being aggressive in the same situation would not be. Role play assertiveness in relation to prejudice.
22. What kind of things can you do if you are the target of prejudice or discrimination by a student or teacher. Role-play alternatives. Give examples of the best responses.



## Appendix C4 (Continued)

## 6th Session

23. Review briefly from the previous session. Discuss various things students could do as individuals and as a group to promote better interracial cooperation. Role-play these. Examples might be (1) using non-prejudiced language, (2) advocating equality and looking at the individual, (3) discourage prejudice by friends, (4) treat everyone as a person, not as a member of a group, (5) discuss prejudice with others. As a group (1) contact officials as to any prejudiced actions, (2) support causes which promote equality -- you may be the object of prejudice sometime and will want support.
24. Thank the students for their participation and contribution to some possible solutions to this problem. Tell them there will be a short party next week to explain the procedure further and to answer their questions.

## Appendix D

## Critical Issues Checklist

ISSUE	FOR	AGAINST	UNDECIDED
1) Daylight Savings Time in Winter			
2) Gas Rationing			
3) Corporal Punishment (paddling)			
4) Equal Rights for Women			
5) Welfare Program			
6) Development of Occupa- tional Education			
7) Legalization of Mari- juana			
8) Student Rating of Teachers			
9) Impeachment of Richard Nixon			
10) Committing American Aid to Foreign Wars			



## Appendix F

## Student Position Chart

The Student Position Chart should be filled in immediately after the group has left the conference room. For the role-playing and game playing groups, make sure they all sit at the table before leaving and record the last place they sit. The position of the therapist should be marked with a "T" and each student with his number in the circle representing his seat. Date and group name are necessary also.

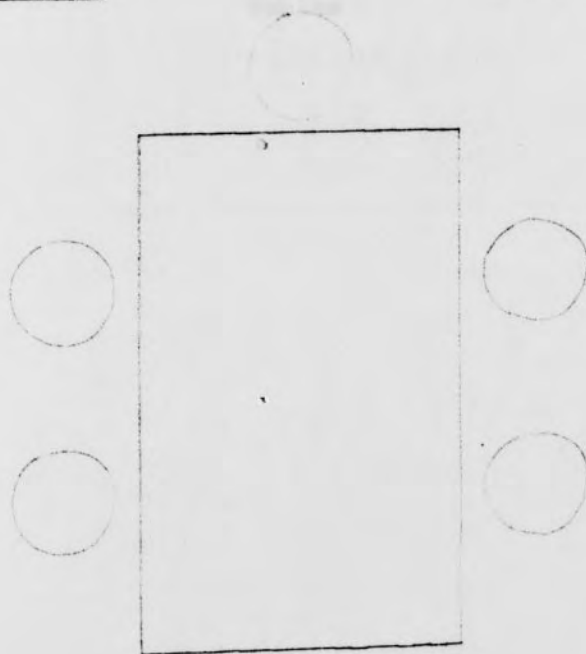
Date \_\_\_\_\_

Group \_\_\_\_\_

T - Therapist

A - Absent

1-5 - Students



## Appendix G

## Tables

Table 1

2x2 MANOVA on All Dependent Measures

SV	df	Approximate F Statistic
Topic (A)	8, 9	2.25
Mode (B)	8, 9	2.36
Pre- Post- (P)	8, 9	1.14
A X B	8, 9	3.45*
A X P	8, 9	1.08
B X P	8, 9	.45
S(A X B)	128, 78	1.97
A X B X P	8, 9	1.26
SP(A X B)	8, 9	

\* $p < .05$



Table 2

Alpha Levels for Tests on Comparisons Between  
Means for MANOVA on All Dependent Measures

Pre Only	Alpha Level	Post Only	Alpha Level	Pre - Post	Alpha Level
RD - RR	.18	RD - RR	.45	RD - RD	.27
RD - SI	*	RD - SI	.36	RR - RR	.03
RD - GP	*	RD - GP	.72	SI - SI	.07
RR - SI	.62	RR - SI	.87	GP - GP	.80
RR - GP	.29	RR - GP	.72		
SI - GP	.33	SI - GP	.89		

\*Computer package unable to compute values for these comparisons.

Table 3  
Group Means of Pre and Post Scores for Factors on the  
Behavioral Differential

Groups	Factors									
	Respect		Marriage		Friendship		Social Distance		Super-ordination	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
RD	36.40	27.20	16.00	22.00	11.60	19.00	24.40	15.80	1.80	4.80
RR	20.60	18.60	37.00	31.20	31.00	35.59	45.80	39.80	6.20	15.60
SI	30.00	20.20	18.20	16.00	26.39	13.80	15.00	32.40	9.20	4.20
GP	34.59	13.60	23.00	29.80	21.00	11.20	13.20	15.80	10.00	4.20
NT	30.00	29.00	37.00	51.40	35.40	35.20	23.80	30.20	41.20	26.80

Table 4

2x2 ANOVA on Behavioral Differential Factor Respect

SV	df	MS	F
Topic (A)	1	12.100	.01
Mode (B)	1	435.599	.20
Pre - Post (P)	1	1102.500	4.85*
A X B	1	313.599	.14
A X P	1	240.099	1.06
B X P	1	10.000	.04
S(A X B)	16	2219.920	--
A X B X P	1	211.600	.93
SP(A X B)	16	227.300	--

\* $p < .05$ 

Mean for Pre = 30.40

Post = 19.90

Table 5

2x2 ANOVA on Behavioral Differential Factor Marriage

SV	df	MS	F
Topic (A)	1	230.40	.17
Mode (B)	1	1488.40	1.11
Pre - Post (P)	1	14.40	.04
A X B	1	84.10	.06
A X P	1	12.10	.03
B X P	16	4.90	.01
S(A X B)	1	1346.32	--
A X B X P	16	270.40	.75
SP(A X B)	1	357.19	--

Table 6

2x2 ANOVA on Behavioral Differential Factor Friendship

SV	df	MS	F
Topic (A)	1	384.40	.26
Mode (B)	1	490.00	.34
Pre - Post (P)	1	67.60	.14
A X B	1	1210.00	.83
A X P	1	739.60	1.50
B X P	1	69.20	.15
S(A X B)	16	1462.873	--
A X B X P	1	19.60	.04
SP(A X B)	16	492.57	--

Table 7  
 2x2 ANOVA on Behavioral Differential  
 Factor Social Distance

SV	df	MS	F
Topic (A)	1	1525.23	1.34
Mode (B)	1	455.63	.40
Pre - Post (P)	1	18.22	.04
A X B	1	2544.03	2.23
A X P	1	748.22	1.45
B X P	1	94.03	.18
S(A X B)	16	1139.66	--
A X B X P	1	189.22	.37
SP(A X B)	16	516.23	--



Table 8  
2x2 ANOVA on Behavioral Differential  
Factor Superordination

SV	df	MS	F
Topic (A)	1	50.63	.07
Mode (B)	1	416.02	.57
Pre - Post (P)	1	38.02	.14
A X B	1	354.02	.48
A X P	1	112.23	.41
B X P	1	148.23	.55
S(A X B)	16	733.85	--
A X B X P	1	172.22	.64
SP(A X B)	16	269.42	--

Table 9

t Tests Between Treatment and Control Group Means for Factors  
on Behavioral Differential

Groups	Factors				
	Respect	Marriage	Friendship	Social Distance	Super- ordination
RD	.6734	.4316	.5196	1.4072	.1708
RR	.0555	1.5039	1.1058	.4850	1.3062
SI	.7355	2.1857	1.0076	.8858	.5845
GP	1.1568	.5415	.6726	.0233	.5637

critical value 2.34

Table 10  
2x2 MANOVA on All Factors of the  
Behavioral Differential

SV	df	Approximate F Statistic
Topic (A)	5, 16	.69
Mode (B)	5, 16	3.07*
Pre - Post (P)	5, 16	1.12
A X B	5, 16	2.91
A X P	5, 16	.81
B X P	5, 16	.18
S(A X B)	5, 16	1.82
A X B X P	80, 62	.49

\* $p < .06$

Means for Topic x Mode x Pre-post cells are given in Table 10.

Table 11

2x2 ANOVA on Behavioral Interaction

SV	df	MS	F
Topic (A)	1	272,910.4	1.32
Mode (B)	1	295,152.4	1.43
Pre - Post (P)	1	134,560.0	1.67
A X B	1	41,216.4	.20
A X P	1	34,574.4	.43
B X P	1	25,401.6	.32
S(A X B)	16	206,047.8	--
A X B X P	1	236,544.0	2.94*
SP(A X B)	16	80,582.3	--

\* $p < .11$ 

Means for topic x mode x pre-post cells are given in Table 10.

Table 12

## Group Means for Behavioral Interaction Measure

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Group	Pre*	Post*
RD	.020	.186
RR	.231	.184
SI	.216	.187
GP	.248	.627
NT	.568	.720

---

\*Arcsin transformations ( $\phi = 2 \arcsin \sqrt{x}$ ).

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Group	Pre*	Post*	Difference*
RD	0.000	.017	.017
RR	.021	.030	.009
SI	.046	.025	-.021
GP	.053	.163	.110
NT	.104	.160	.056

---

\*Percentage of intervals interacting with opposite race.

---

Table 13

t Tests Between Treatment and Control Group  
Means on Behavioral Interaction

Groups		t values	
	RD	.088	2.45
	RR	.698	.17
	SI	.534	4.05*
	GP	.533	4.17*
			1.50
			1.30
			1.15

\*p < .05

Figure 4 shows means: RD = 1.1; RR = .30; SI = .60; GP = .70.  
Figure 5 pre-post means: racial-pre = .60; racial-post = .30; non-racial-pre = .61; non-racial-post = .50.



Table 14  
2x2 ANOVA on Sociometric Choice

SV	df	MS	F
Topic (A)	1	.25	.05
Mode (B)	1	1.22	2.45
Pre - Post (P)	1	.25	.17
A X B	1	2.03	4.05*
A X P	1	.62	4.17*
B X P	1	.23	1.50
S(A X B)	16	.50	--
A X B X P	1	.23	1.50
SP(A X B)	16	.15	--

\* $p < .07$

Topic x mode means: RD = 1.1; RR = .30; SI = .60; GP = .70.  
Topic x pre-post means: racial-pre = .60; racial-post = .80; non-racial-pre = .81; non-racial-post = .50.

Table 15

## Group Means for Sociometric Choice Data

Group	Pre	Post	Difference
RD	1.00	1.20	.20
RR	.20	.40	.20
SI	.60	.60	0.00
GP	1.00	.40	-.60

 $^*p < .10$ 
 $^{**}p < .05$ 

Means for modes: Verbal = 1.16; Non-Verbal = 1.37; Means  
for Topic x Modes: RD = 1.04; SI = 1.60; GP = 1.13.

Table 16  
2x2 ANOVA on Seating Choice

SV	df	MS	F
Topic (A)	1	.83	1.20
Mode (B)	1	2.13	3.07*
Pre - Post (P)	5	.93	.66
A X B	1	2.70	3.88**
A X P	5	.33	.24
B X P	5	.93	.66
S(A X B)	16	.70	--
A X B X P	5	.60	.43
SP(A X B)	80	.14	--

\* $p < .10$

\*\* $p < .08$

Means for mode: Verbal = 1.10; Non-Verbal = 1.37. Means  
for Topic x Mode: RD = 1.03; RR = 1.60; SI = 1.17;  
GP = 1.13.

Table 17

## Group Means for Seating Choice Measure

Group	Group Session						$\bar{X}$
	1	2	3	4	5	6	
RD	1.0	1.0	1.0	1.0	1.2	1.0	1.03
RR	1.8	1.6	1.4	1.6	1.6	1.6	1.60
SI	1.0	1.2	1.2	1.2	1.2	1.2	1.17
GP	1.2	1.0	1.0	1.0	1.4	1.2	1.13

Table 18

## Summary Table of Significant Results on All Dependent Variables

SV	Verbal		Behavioral		MANOVA on all Dependent Measures
	Behavioral Differential	Sociometric Choice	Behavioral Interaction	Seating Choice	
	MANOVA	ANOVA Respect	ANOVA	ANOVA	
Topic (A)					
Mode (B)	.06			.10	.05
Pre - Post (P)		.05			
A X B			.07	.08	
A X P			.07		
B X P					
S(A X B)					
A X B X P				.11	
SP(A X B)					